

5-1-1968

Alumnus

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Recommended Citation

, . "Alumnus." (May 1968).

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Alumnus

Southern Illinois University / May, 1968



In this issue:

'68 'Moonshooter'
Report on the
Financial Crisis
Facing Higher
Education

Alumnus

Southern Illinois University
VOL. 29, NO. 10 May, 1968
ROBERT G. HAYS '61 Editor

Publication of



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Southern Illinois University

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Honorable & Mentionable...

On April 2, the Illinois Board of Higher Education's health education committee recommended development of an SIU medical school. The action comes after more than fifteen years of concerted effort by President Delyte W. Morris, the SIU board of trustees, and numerous others to alleviate the chronic shortage of physicians in the downstate area.

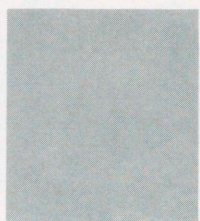
The committee's recommendations, which incorporate much of the SIU medical education plan published in the last issue of *Alumnus*, call for organization of the new medical curricula not later than 1972 with the first class of SIU doctors to be graduated not later than 1978.

Obviously, committee members realized the urgency of the present situation. Their call was for prompt action. Following a reasonable amount of time for hearings and other study of the committee report, it is essential that the state higher board and the General Assembly act quickly. Any delay in implementation of the committee recommendations would simply prolong an inadequate system of medical education in Illinois which has existed far too long already.

—R.G.H.

Alumnus

/Southern Illinois University is published six times a year, in January, March, May, July, September, and November, by the Southern Illinois University Office of Alumni Services, Carbondale./Member of the American Alumni Council./Payment of Membership dues of \$4.00 annually or \$100 for lifetime membership entitles an association member to all alumni publications. Subscription to the Alumnus is by membership only. Second class postage paid at Carbondale, Illinois./All information concerning alumni or special feature material should be addressed to the editor of Alumni Publications. Address changes should be sent to the SIU Alumni Office, Carbondale, Ill., 62901. Please allow four weeks for changes./Printed by the SIU Printing Service at Carbondale.



Ghettos There is a series of undertakings at SIU, some new and some relatively old, aimed at reaching through more adequate education those culturally and economically deprived Americans sunk deep in the mire of this nation's ghettos. Some involve experimentation; others simply seek better and more extensive use of tried and proved methods. See page 4.



Involvement The unique relationship between teacher and student is an essential facet of the University, going far beyond the classroom. Teacher-student involvement is subject of a special feature beginning on page 8. Pictures are by members of an advanced photography class taught by Dr. C. William Horrell.



Moonshooter There is a crisis in American higher education. It revolves around a single question: Where will the money come from? A probing study of this crisis, seen from a national perspective, is the content of the 1968 "Moonshooter" report. Page 14.

Also in this issue: SIU poetry, *page 2*/News of the Campus, *page 12*/Edwardsville Sports Report, *page 31*/Deadline Sports, *page 33*/the Alumni Association, *page 36*/Alumni, here, there, *page 38*.



Bike Bound

*The feel of it beneath you
Its metallic being moves
Swinging easy under your grip
The ground passes solid
Cobbled or graveled or smooth.
It is a feel of life
Pushing against a spoke-battering wind
Bearing down on the pedals
Hanging suspended uphill.
The sound of your own motion
Adds to a breeze gently,
Fingering your hair, freeing it.
Ticking your way down streets
The smell of rain impending
Wheeling past a solitary boy
Half-heartedly swinging a bat
Waiting for someone to
Share the weeded field.
Gliding at the dinner hour
And all the streets are quiet
The picture windows vacant.
Miasma of spattered ground
Rushing below my eyes.
I am alone and unalone
In the haze of a clouded sun.*

SUSAN GOODENOUGH

from *The Search: Seventh Series*
edited by Thomas Kinsella
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Ghetto: a University's Concern

"W hen you stop putting the blame on the student, when you re-examine the University and the teacher, when you begin with a completely honest commitment to the idea that they want to and can learn and we want to and can teach, then it seems to me that a lot of this human waste we're responsible for can be stopped."

Thus speaks Hyman Frankel, director of a daring SIU endeavor which pledges full force of its dramatic potential to the salvage of those culturally and economically deprived human beings mired deep in this nation's ghettos. It's called the "Experiment in Higher Education" and its goal is to bring more adequate education to the intellectually impoverished student from the slums.

Because of their poverty, Dr. Frankel believes, hundreds of thousands of American youth are being denied the opportunity of a college education. Their economic poverty is further intensified by the poor education they receive in the ghettos and slums of our cities and rural communities. Even though many succeed in getting high school diplomas, their applications to colleges and universities often are unacceptable because they cannot pass the entrance examinations.

One of Frankel's basic premises is that the lack of motivation, necessary academic preparation, and appreciation for the value of a college education do not lie solely with the student. He and others staffing Experiment are committed to a belief that the educational institution must shoulder much of the blame.

"We're much too ready to cop out, to get ourselves off the hook," Frankel contends. "So, we screen these kids out—or flunk them. We'll never know how many kids we've ruined until we start saving them."

"Saving them" is precisely the point of Experiment. Funded jointly by the state of Illinois and the U.S. Office of Economic Opportunity, the project was begun in the fall of 1966. Its initial fifty students were gleaned from 166 potential enrollees—all high school graduates in East St. Louis who had little chance to go on with their education because they lacked both the money and the apparent academic ability. Six of these dropped out

*"We'll never know how many kids we've ruined
until we start saving them."*

the first quarter, but fifty-six more were added in the winter term to bring the total up to 100.

A "typical" student in the Experiment class, based on a composite of group members' statistics, would be an unemployed, 19-year-old Negro male with a high school diploma but only a tenth grade reading level. He would be one of five children from a broken home where the head of the household was either out of work or only occasionally employed at unskilled labor, and where family income, including welfare payments, amounted to \$3,500 a year.

Despite this background, however, the "typical" Experiment student was found to share many of the goals of other college freshmen. More than half those chosen for Experiment, for example, would like to have upper-class social and economic status. They realize they must have a college education if they are to achieve such goals. Ninety-eight percent say they will complete the requirements for a degree and nearly a third want to do graduate work. In contrast to their family backgrounds, most want large homes in the suburbs and plan to have relatively small families.

Average score of Experiment students on their original American College Test (ACT) battery was about 13, as compared to an average score nationally of over 21. On the basis of this and their previous scholastic records, the SIU Counseling and Testing office predicted that in a regular college curriculum only one student from the entire group would achieve a "C" average and that twenty-four would fail even to make an average of "D."

Obviously, these students would have difficulty in the standard SIU General Studies courses designed for freshmen and sophomore students. So Frankel and his staff set about to establish a curriculum their charges could handle and which would at the same time provide the equivalent of the first two years of normal college study. Hopefully, by the end of two years in Experiment they would be ready to go on as college juniors and continue through graduation.

"To cure their educational and cultural deficiencies," Frankel explains, "these students need the opportunity to take part in an educational program designed to en-

courage and enhance their learning potential, not just a simple make-up program. Learning is more than instruction in the classroom; it includes community-based study and work assignments as well."

Fortunately, Frankel had an able staff to help with the challenging task Experiment faced. As his two top assistants, SIU had brought to East St. Louis Dr. Donald M. Henderson and Dr. Edward W. Crosby. Both Frankel and Henderson had done antipoverty work in Washington, D.C., while Crosby had held a similar post in Akron. The three of them chose ten teacher-counselors—themselves successful products of the ghetto—to work directly with small groups of students. These thirteen, together with regular SIU faculty members assigned part-time to the project, form the Experiment staff.

The curriculum devised to meet the pressing needs of Experiment students is built around two major areas, social sciences-humanities and the natural sciences. Both are heavily reinforced with individual work and small-group seminars where the teacher-counselor and students have equal status. Remedial and compensatory work relies heavily on programmed instructional materials, video tapes, and tutoring.

The teacher-counselor serves as a liaison between the faculty and the student. His objective is to combine teaching and counseling so that it becomes almost unnecessary for a student needing assistance—academic or personal—to go beyond his assigned seminar leader. For the faculty he plays an examining role in terms of the students' comprehension and degree of preparedness, provides a measure of feedback and offers an immediate evaluation of the classroom teaching effort.

Along with the seminars and more conventional courses in mathematics, speech, anthropology, sociology, and other subjects, a work-study program also is considered an integral part of the Experiment curriculum. Through it, Experiment students are employed for ten to twenty hours a week on jobs chosen and planned to reinforce their academic experiences. They work as educational research aides, tutors in the public schools, or as program assistants with the Economic Opportunity

Council of East St. Louis. Base pay is \$1.15 an hour, the same as for other SIU student workers.

Despite the negative performance forecast of Experiment students, there is considerable evidence to suggest that with the more appropriate educational programming and proper adjustment they can and probably will have successful college careers. The dropout rate for Experiment students has been thirty percent, which compares favorably with the national college average.

"Many of these students have demonstrated remarkable improvement in their ability to work and have increased the likelihood that they will be successful," Frankel says. "Even those whose improvement was not dramatic over the first year give evidence that with additional time and adequate academic support they too can make it through to graduation."

Experiment students are graded in blocks, rather than for individual courses. Frankel and his staff have the latitude to award A's through F's for from one to fifteen quarter hours depending on how much and how well they think a given student has done. At the end of the first four quarters, thirty students had "C" averages or higher, including two with "B" averages. Contrary to predictions, only five were below a "D" average.

About half the Experiment students are expected to be "graduated" in August—at the end of eight quarters or two calendar years—and ready to go on to junior class standing at SIU or elsewhere. Another group will follow at the end of the fall term.

Most important to Frankel and his staff is the percentage of students who have remained in the program. "These kids couldn't make it by our conventional standards," Frankel says. "But they *can* make it. . . ."

While Experiment in Higher Education seeks to help lift ghetto inhabitants up to something better through new and relatively untried methods, other projects going on at SIU are seeking the same end through somewhat different means. Another promising project is the cultural exchange program between SIU and Winston-Salem State College, a small, predominately Negro school in North Carolina.

The Winston-Salem exchange project was a direct outgrowth of the study by an SIU committee formed in November, 1964, to seek ways the University could take a more active role in assisting culturally disadvantaged youth. The committee, headed by Dean William McKeefery, communicated with a number of institutions then engaged in such exchange programs. Committee members also conferred with leading educators such as Dr. G. Kerry Smith, executive secretary for the Association for Higher Education, and staff members of the American Association of College Teachers of Education.

After the committee had gathered general information and expert advice, it divided itself into two sub-committees. Each had a specific project to study further. One was charged with planning and implementing a pilot program designed to bring to SIU able students from Mississippi who could not normally afford the cost of a college education. As a result of the group's efforts, a dozen students graduated from Mississippi high schools were enrolled at SIU in the fall of 1965. The second sub-committee, with Dean Elmer J. Clark as chairman, went to work on the exchange program with Winston-Salem.

Campus visits, it was felt, were essential to planning for such a project. President Kenneth Williams and Dean Lafayette Parker of Winston-Salem visited with faculty members and administrators on both the Carbondale and Edwardsville campuses. Deans McKeefery, Clark, and Wilbur Moulton visited Winston-Salem. Each visitor sought every possible source through which such an exchange program would be beneficial to both institutions.

In June, 1965, faculty members from both SIU and the North Carolina college met in Carbondale. A proposal for the exchange program was drafted, along with joint proposals for supporting fund grants from the U.S. Office of Education. Such cooperative fund requests was one of the immediately suggested facets of the exchange program. Exchange of faculty and students was another. And, a cultural exchange would include such efforts as the loan of art exhibits and exchange of performing artists in dance, music, and theater. There would be other possibilities, such as upgrading of faculty members and studies aimed directly at improving specific academic areas.

Something of the spirit in which the June, 1965, meeting took place is revealed by Dr. Daisy Balsley of the Winston-Salem English department faculty, one of her school's representatives at the meeting:

"It has been only in retrospect that I have been able to assess for myself the values which accrued from this venture," Dr. Balsley wrote later. "Some of what happened is relatively easy to describe in terms of the specific goals which had been set for us. We were expected to outline three proposals to be submitted to granting agencies for funding. Two proposals were for summer institutes which would be jointly staffed by the two schools and which would be designed to provide new insights in the basic disciplines for the teachers of the disadvantaged. The third project outlined a long-range program of exchange between students of the two schools and faculty members of the two schools and was designed to implement the reasoned assumption that each school is in a position to contribute to the academic and humanitarian growth of the other. We

had the satisfaction of producing the rough drafts of all three proposals.

"The by-product of that conference table is not so easy to describe. Perhaps I should not even attempt to describe it. I can say of it only that it is a product that 'happens' at the level of the emotions and feelings so that people are never the same again. Even though it belongs to a different order of human events than the one which produced the compiled and finished forms of the three proposals, it is none the less important to the success of what we are trying to do. It seems to be always an ingredient in anything that is good in human relations and can take seed only in an atmosphere of honesty, sincerity, and mutual respect.

"I am sure that I speak for my colleagues when I say that the conditions were right for it to happen at Southern Illinois University. I am glad to have a continuing part in the whole endeavor."

In time since, there has been a steady and rewarding flow of people and ideas between SIU and Winston-Salem. Administrators, teachers, graduate students, and undergraduates from each institution have studied and worked at the other. Cultural programs have been exchanged. "In every aspect of the program," Dean Clark reported early in the project, "there has been an intense and eager interest in further development."

Currently, the exchange program between SIU and Winston-Salem State College is in the third phase of a faculty workshop series inaugurated last fall with a retreat on the North Carolina campus. Representing SIU at that three-day meeting were Vice President Robert W. MacVicar, four deans or assistant deans, and Dr. Donald Robinson, associate director of the total cultural exchange program and chairman of the faculty workshop series.

In this phase, all departmental chairmen on the Winston-Salem campus will be brought to SIU to work for a time with their counterparts. First to arrive was Dr. C. B. Hauser, chairman of the department of education and director of teacher education at the Carolina school. On the Carbondale campus for three days in March, he conferred with departmental chairmen in the College of Education, members of the central staff in the dean's office, and with distinguished SIU educator George S. Counts.

"The visit has been all too short," Dr. Hauser said before his departure. "Object of my visit was to learn how to improve our operation. I believe this workshop program is producing results, and I would like to see participation of more educators who are involved in 'leg work'."

Dr. Robinson hopes that by fall the workshop sequence can be completed by having selected department chairmen from SIU meet with chairmen at Winston-Salem.

While the total exchange program is expected to benefit both institutions, both academically and culturally, its basic purpose was and still is to help disadvantaged youth. Common and combined experiences of educators from both schools plus definitive projects in training of teachers for the disadvantaged have led to solid progress in this area.

There are other efforts at SIU to reach into the ghettos. The University has conducted "Head Start" programs for disadvantaged pre-school children for the past two summers and recently received a \$25,451 grant from the Office of Economic Opportunity to finance a third year's program. Highly significant projects have been conducted under the federal Manpower Development and Training Act. Still another approach is the Teacher Corps, in which graduate students are trained to teach the underprivileged. The University's student work program has been enriched by federal grants, including funds for "educational opportunity grants" to students who otherwise would be unable to attend college. These are but major examples.

Even small projects can have far-reaching potential. Last August, SIU co-sponsored with the national Clergy Economic Education Foundation a workshop at Pere Marquette Lodge near Grafton in which more than fifty clergymen of all faiths were taught new approaches to helping the poor. Similar undertakings are planned this year.

Still, in the view of SIU President Deylte W. Morris, the accomplishments of the University in all these areas to date "must be but a prologue" to greater efforts. Such problems as our ghettos—whether considered on a local, regional, or national scale—can and must be dealt with "through educational services and enlightenment," he believes.

Among other things, Dr. Morris has specifically directed that feasibility of extending the Experiment in Higher Education to Carbondale be investigated. Adult and Technical Education programs must be evaluated, he says, with particular reference to the need for such programs by the disadvantaged. The same is true of Community Development Service projects, especially as they might focus on the Negro and migrant laborer.

In the end, what is the real measure of success in any such endeavor? Back to the Experiment in Higher Education, perhaps the view of an Experiment student is revealing:

"Well, it's like this," one young man explains. "I didn't feel I had much of a chance before. I'd been told I couldn't cut it in college and I didn't have a job. But now I know I can make it. I'm going to be a teacher, you know what I mean? Then someday maybe I'll help give some other guy his chance." □

Teacher-Student Relationships

Even in these days of bulging enrollment lists, larger classes, greater numbers of underclass students, and the ever-present lecture section, there remains a unique, individual student-teacher relationship which is essential if the University is to maintain itself as a house of intellect where issues are thoughtfully weighed and man's battle against intellectual anarchy continues. An exchange of views, a difference of opinion, a broadening of basic concepts presented in the classroom—these are the dialogues which go on between student and teacher everywhere on campus. The scene may be the classroom or laboratory. Or, it may be a formally arranged office conference, a chance meeting in the hallway, a casual

conversation over a cup of coffee in the University Center. It may involve one faculty member and one student. It may join small groups. But the emphasis, always, is on individual, face-to-face contact. The student becomes more than a mere name on a class roll, the teacher more than a classroom or laboratory instructor. At SIU, dedicated to advancement of learning through "assisting the powers of the mind in their self-development," this special teacher-student relationship—whether in the classroom or in an informal, outside-the-classroom setting—is an integral part of every student's education. For the teacher it can be, in the words of Vice President Charles Tenney, "the real fun of a university."

For Sherwin Abrams of the theater department, left, and graduate student Phil Boroff a chance meeting in a Communications Building hallway leads to friendly discussion.



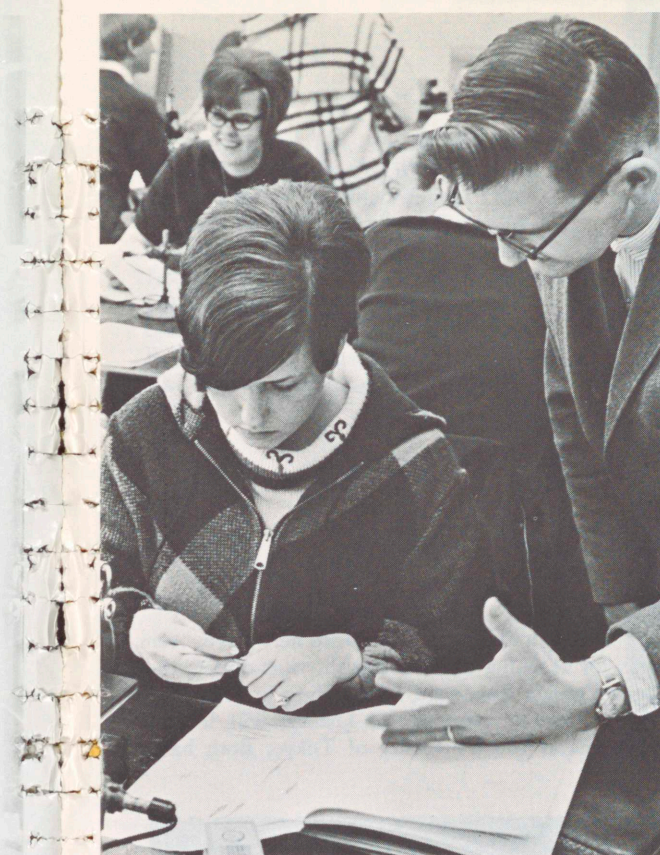
Greg Westhoff, right, sophomore from Yonkers, N.Y., enjoys an informal visit over lunch at the University Center with Donald LeMasters, left, and George Nadaf of the music faculty.

Mrs. Sue Ridley, clothing and textiles instructor, uses her hands to emphasize a point in conversation with student Judy McIntyre.

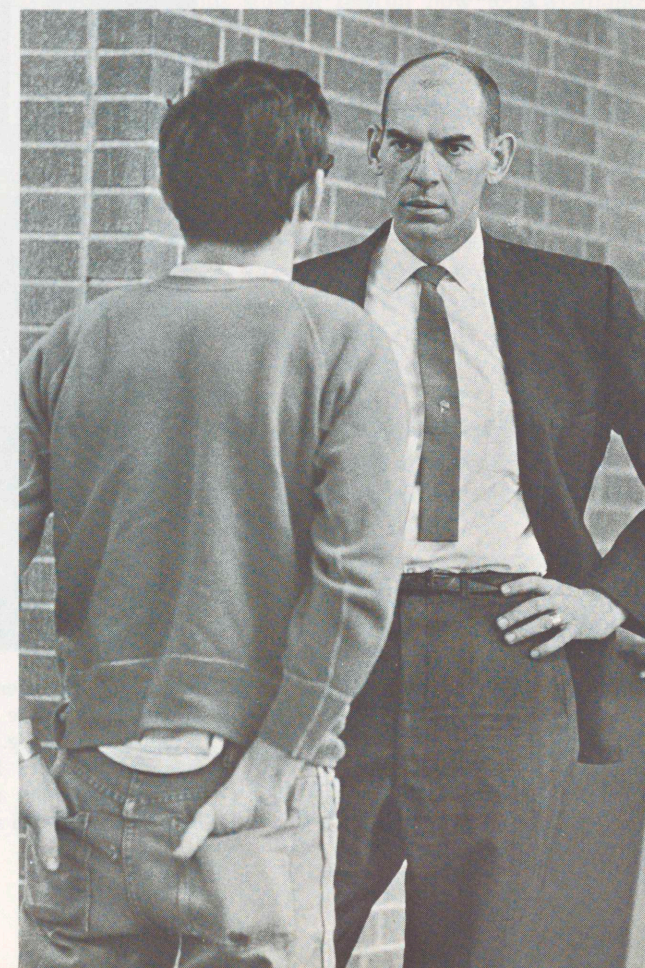




ABOVE: Mrs. Marion Kleinau, associate professor of speech, elaborates on class discussion in office conference with student. BELOW: Such teacher-student meetings sometimes involve detailed assistance with class work.



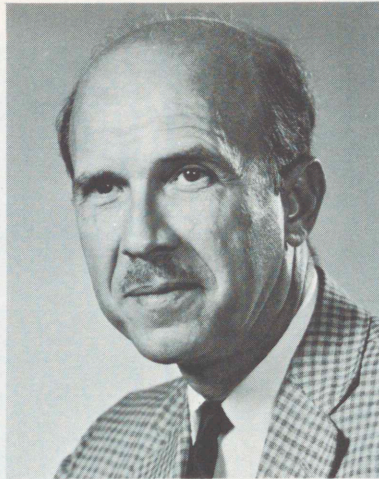
ABOVE LEFT: Mary Kay Neikes, freshman from Sesser, receives an assist in the biology laboratory from Teaching Assistant John Rickett. ABOVE: Howard Olson, associate professor of animal industries, makes a point in conversation with student. BELOW: What appears to be a formidable confrontation by W. Grant Gray, who holds a joint theatre-physical education faculty post, actually is a pause to answer a student's question.



Joseph Chu, left, consultant in the International Student Center, enjoys a visit with British graduate student Kenneth Colin Bishop.



PARISH



GARDINER

Two SIU faculty members, Charles Parish and C. Harvey Gardiner, have been named recipients of Fulbright awards for teaching abroad. Parish, who directs the SIU graduate program in English as a Foreign Language, will lecture in linguistics at the University of Rome. Gardiner, research professor of history, will lecture on American history and foreign relations at the University of Tokyo. Both have served as Fulbright lecturers before.

News of the Campus



Nearly 3,500 students will be living in the University Park residence halls complex on the Carbondale campus when the new 17-story Brush Towers (foreground) are finished this spring. Identical to Neely Hall, women's residence at upper left which was completed in 1966, the Towers will house 816 students each. One will house women, the other men. University Park also includes three other men's residence halls housing 1,026 students.

Robert Burwell, left, regional director of the Bureau of Sport Fisheries and Wildlife, U.S. Department of the Interior, and SIU President Delyte W. Morris sign agreements making available 1,200 acres of the Crab Orchard National Wildlife Refuge for use in conservation education. Arch Mehrhoff, Refuge project manager, looks on. The land is adjacent to Little Grassy Lake.



Human Relations Training

In a test program which could show the way for similar undertakings throughout Illinois, the SIU Community Development Institute this month begins a concerted effort to help communities solve their human relations problems more effectively at the local level.

The Institute, working in cooperation with the Illinois Commission on Human Relations with support of matching fund grants from the University and the U.S. Office of Education, will train civic leaders from selected area communities in specific human relations techniques.

Staffing the training program will be ten community development specialists recruited from the faculties of colleges and universities in the state and five members of the Illinois Commission on Human Relations.

Following the training program, the selected civic leaders will continue to work in their home communities under Institute supervision.

Working Through College

Countless students have worked their way through college cutting grass, sweeping floors, and washing dishes. These are still good methods, but at the Edwardsville campus students have found some new and rather unusual ways to finance higher education.

A glass blower, an orchid grower, a snake feeder, and a builder of exhibits on the dangers of drug addiction are among more than 1,000 students working for the University at Edwardsville. Among them are 274 who

work under the federal work-study program in which the government pays 85-percent of the wages up to fifteen hours a week.

The University Center is the largest single campus employer, with 149 student workers. Next come the Physical Plant with 129 and Lovejoy Library with 128. The total campus student payroll now tops \$1-million annually.

Support for American Troops

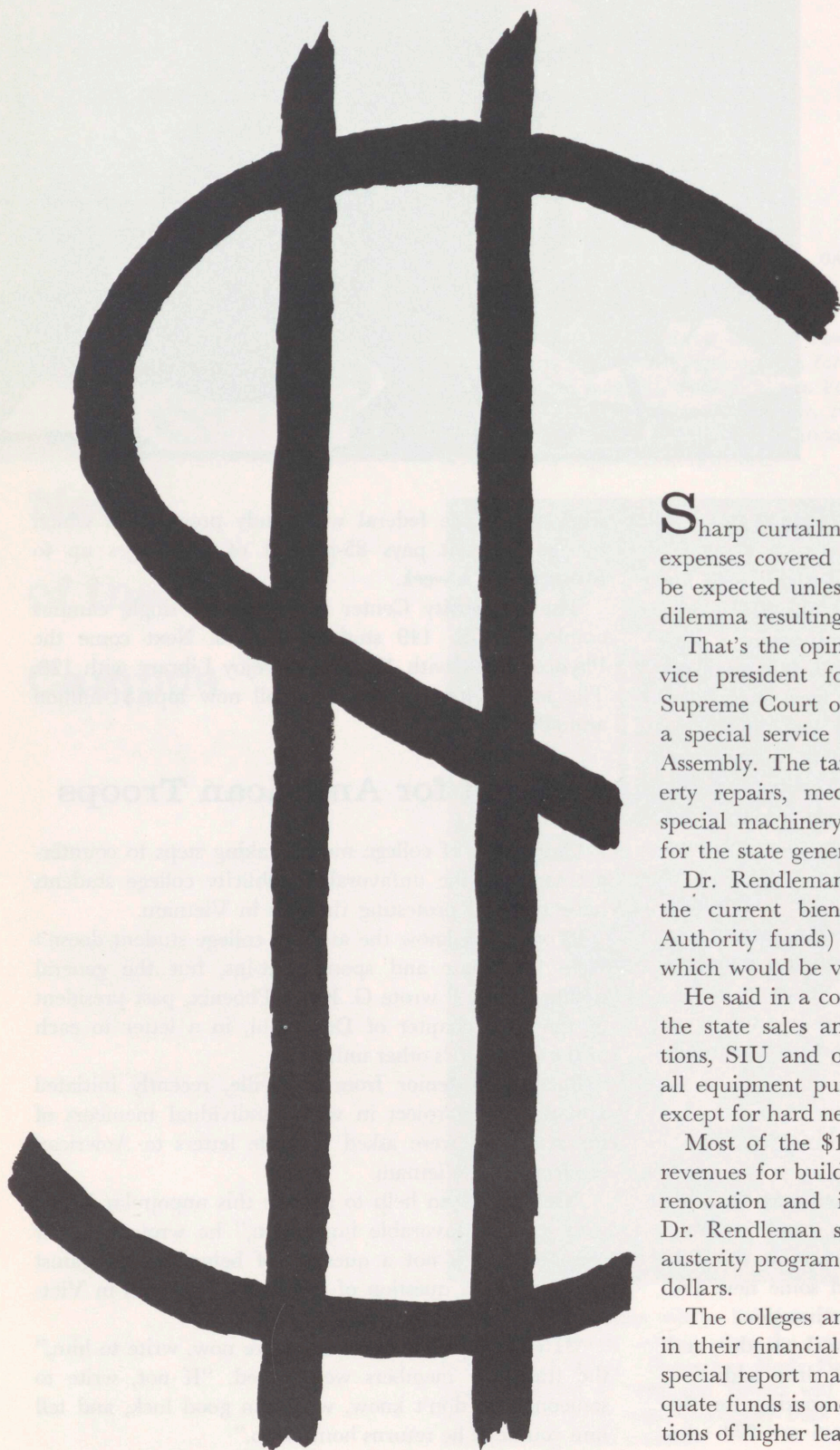
One group of college men is taking steps to counteract some of the unfavorable publicity college students have received protesting the war in Vietnam.

"You and I know the average college student doesn't have long hair and sponsor sit-ins, but the general public doesn't," wrote G. Keith Phoenix, past president of the SIU chapter of Delta Chi, in a letter to each of the fraternity's other units.

Phoenix, a senior from Belleville, recently initiated a nationwide project in which individual members of the fraternity were asked to write letters to American servicemen in Vietnam.

"Delta Chi can help to replace this unpopular image with a more favorable impression," he wrote to other chapters. "It is not a question of being for or against the war; it's a question of supporting our men in Vietnam."

"If you know someone over there now, write to him," the fraternity members were urged. "If not, write to someone you don't know, wish him good luck, and tell him you hope he returns home soon."



Sharp curtailment of SIU operating and renovation expenses covered by general revenue appropriations can be expected unless the state finds a solution soon to the dilemma resulting from loss of the service tax.

That's the opinion expressed by John S. Rendleman, vice president for business affairs, after the Illinois Supreme Court on March 28 killed as unconstitutional a special service sales tax enacted by the last General Assembly. The tax—covering the sale of personal property repairs, medical prescriptions, graphic arts, and special machinery—was to have produced \$140-million for the state general revenue fund through July of 1969.

Dr. Rendleman said SIU's \$125-million budget for the current biennium (exclusive of Illinois Building Authority funds) includes \$112-million for operations, which would be vulnerable to an austerity squeeze.

He said in a comparable situation in the 1950's, when the state sales and use tax inflow was below expectations, SIU and other state schools were told to freeze all equipment purchases and curtail other expenditures except for hard necessities such as salaries.

Most of the \$13-million allocated SIU from general revenues for building items during 1967-69 is slated for renovation and improvements, not new construction. Dr. Rendleman said these items could be frozen if an austerity program is decreed to stem the outflow of state dollars.

The colleges and universities of Illinois are not alone in their financial pressures, however. As the following special report makes clear, the problem of finding adequate funds is one facing virtually all American institutions of higher learning.

The Plain Fact Is...

... our colleges and
universities “are facing
what might easily
become a crisis”

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—MCGEORGE BUNDY
President, The Ford Foundation



A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

► A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

► A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

► A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.

—A university president

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

► *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

► *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

► *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

► *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

► *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

► *From a small liberal arts college in Ohio:* "We are

on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

► *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

► *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

► *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

► Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than \$2 billion a year for capital expansion.

► Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

► Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

► State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967-68 total of nearly \$4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

► Endowment funds have more than doubled over the past decade. They're now estimated to be about \$12 billion, at market value.

► Federal funds going to institutions of higher education have more than doubled in four years.

► More than 300 new colleges and universities have been founded since 1945.

► All in all, the total expenditure this year for U.S. higher education is some \$18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

“The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world.”

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented “knowledge explosion.” More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

“Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future.”

Mr. Bundy says further:

“The greatest general problem of higher education is money The multiplying needs of the nation’s colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need.”

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student’s tuition and fees pay only a portion of the bill.

“As private enterprises,” says one president, “we don’t seem to be doing so well. We lose money every time we take in another student.”

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation’s universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such as “overhead” costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants



must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

HERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about \$4 billion in 1956 to \$12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over \$18 billion for their current operations, plus another \$2 billion or \$3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

- ▶ Student enrollment is now close to 7 million—twice what it was in 1960.

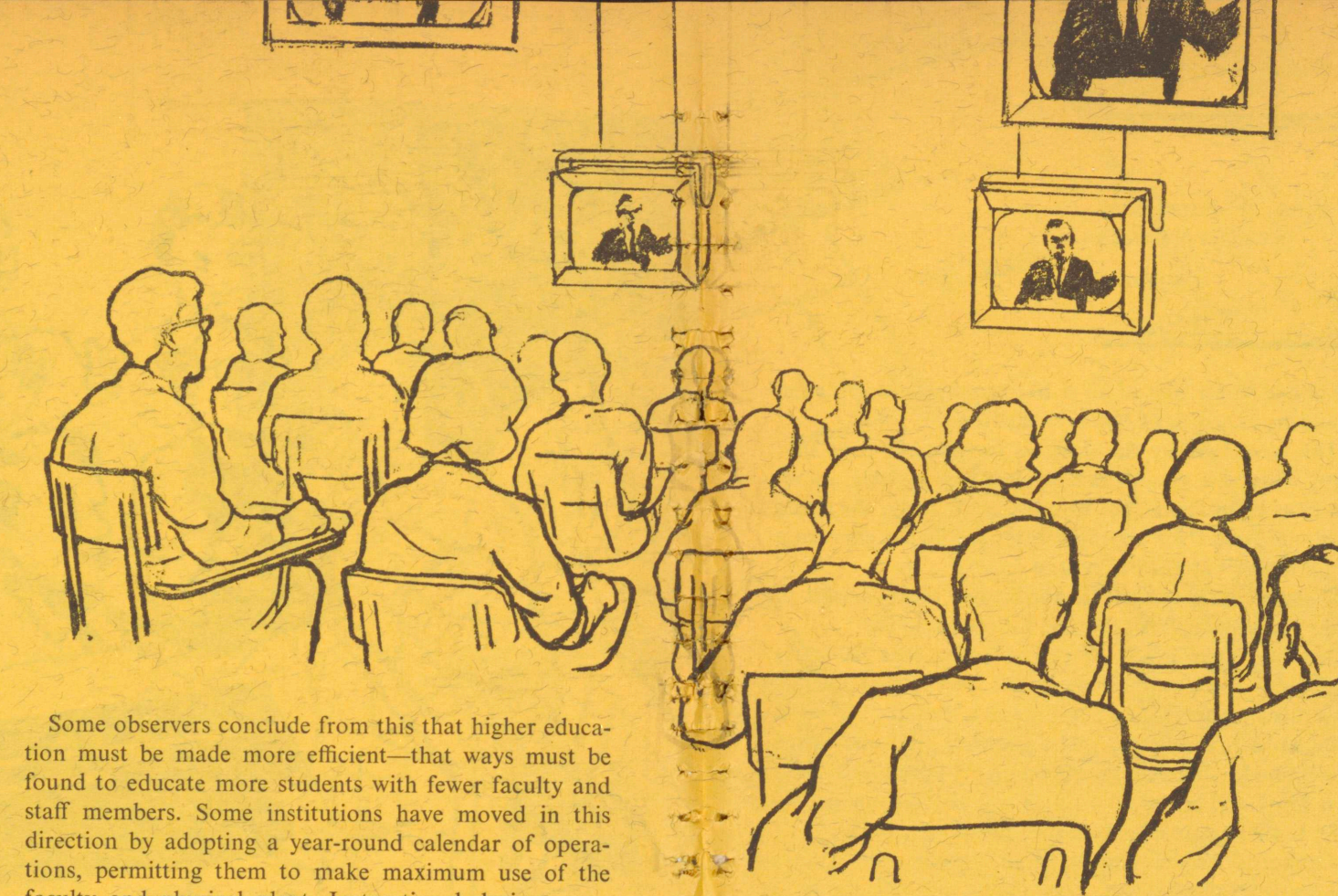
- ▶ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

- ▶ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

- ▶ About 20 per cent of the financial “growth” during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other “industry,” be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.



Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: “When you get a hundred kids in a classroom, that’s not education; that’s show business.”

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

ONE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than \$4 billion during the four-year period between 1966 and 1970. They must find another \$8 billion or \$10 billion for capital outlays.

Consider what this might mean for a typical private

university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution’s budget is now in balance. Its educational and general expenditures total \$24.5 million a year.

Assume that the university’s expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university’s enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution’s educational and general expenses would total \$70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

“If the income from private sources grew at the *higher* rates projected,” says the analysis, “it would increase from \$24.5 million to \$50.9 million—leaving a deficit of \$19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only \$43 million—leaving a shortage of \$27.8 million, ten years hence.”

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

“Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag.”

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions’ expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the “quality deficit” in public higher education will reach \$2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions’ resources, says the Wisconsin study, “may not prove equal to the task.”

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education?

Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation’s college and university presidents.

- ▶ **Tuition and fees:** They have been rising—and are likely to rise more. A number of private “prestige” institutions have passed the \$2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

TUITION: We are reaching a point of diminishing returns. —*A college president*

It's like buying a second home. —*A parent*

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are “pricing us out of the market.” Said one: “As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns.”

Parents and students also are worried. Said one father who has been financing a college education for three daughters: “It’s like buying a second home.”

Stanford Professor Roger A. Freeman says it isn’t really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of \$15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been “substituting relatively low-cost institutions” because of the rising prices at some of the nation’s colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

“We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of \$50,000 or more.”

► **State appropriations:** The 50 states have appropriated nearly \$4.4 billion for their colleges and universities this year—a figure that includes neither the \$1–\$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account

for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can’t and won’t, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education’s needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: “The appraisal of a state’s fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem.”

Ultimately, in short, the decision rests with the taxpayer.

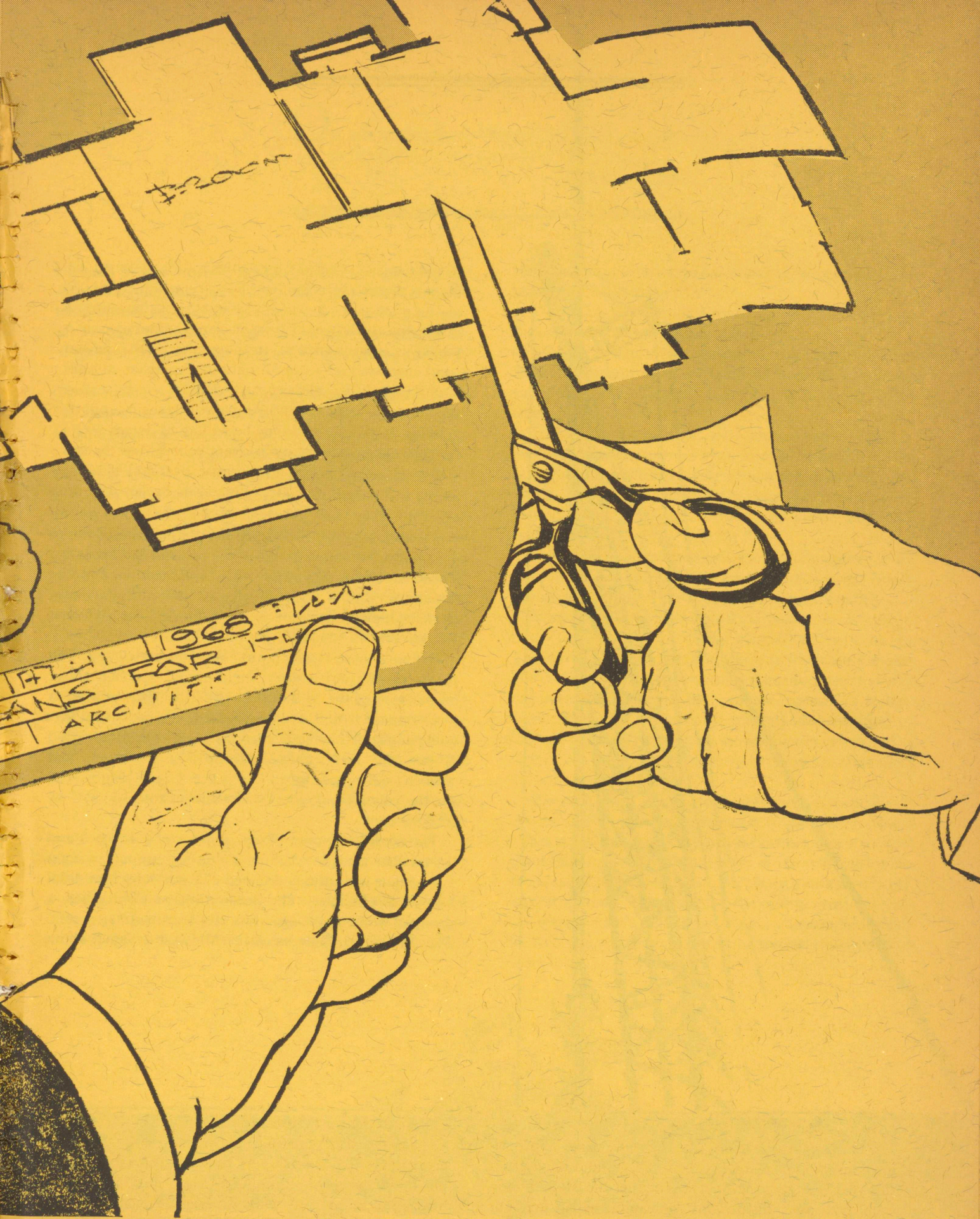
► **Voluntary private gifts:** Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called “a margin for excellence.” Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated \$300 million to education





in 1965-66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of \$4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965-66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the \$1.2 billion given to higher education—a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of \$61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965-66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the ques-

ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

tion of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enroll-

ments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

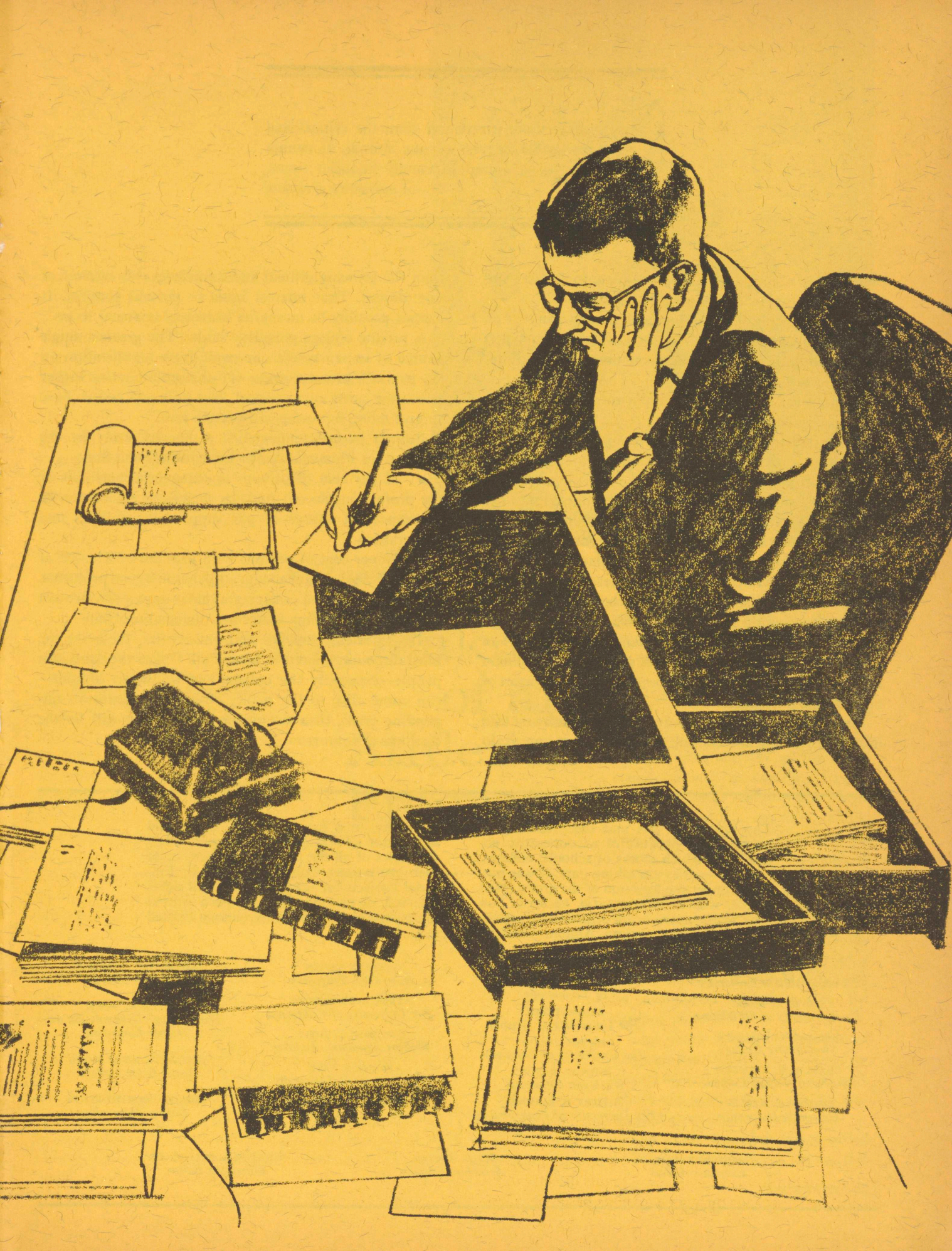
IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

{ The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

► How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.

—A university president

provide “an educational system adequate to enable us to live in the complex environment of this century?”

► Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

► How can we provide every youth with as much education as he is qualified for?

► Can a balance be achieved in the sources of higher education’s support, so that public and private institutions can flourish side by side?

► How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country’s citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: “Among state universities, nothing is more important

than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms.”

A private college president said: “The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give.”

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

► 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

► 59 per cent of persons with incomes of \$10,000 or over do not think higher education has financial problems.

► 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America’s colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education’s impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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Cougars: the Making of an Athletics Program

SIU added intercollegiate sports to its growing list of academic and physical achievements at the Edwardsville campus last fall and came up with a balanced won-lost ledger in its first two campaigns. Direction for the future is definitely taking shape.

Shepherding the new Edwardsville athletics program through its initial stages—as well as handling basketball coaching chores—has been Harry Gallatin, one-time Saluki basketball coach and “Coach of the Year” in the NBA pro ranks in 1962-63.

“We’re taking it kind of slow at first,” the former “Iron Horse” of the New York Knickerbockers explains. “We want to be sure of a solid foundation so that athletics can be assimilated naturally into the campus picture.”

This year’s Edwardsville athletics program has focused on four sports, soccer, basketball, baseball, and golf. There are prospects for adding tennis and cross country next year.

The soccer team last fall recorded a 3-3 record, followed by a 5-5



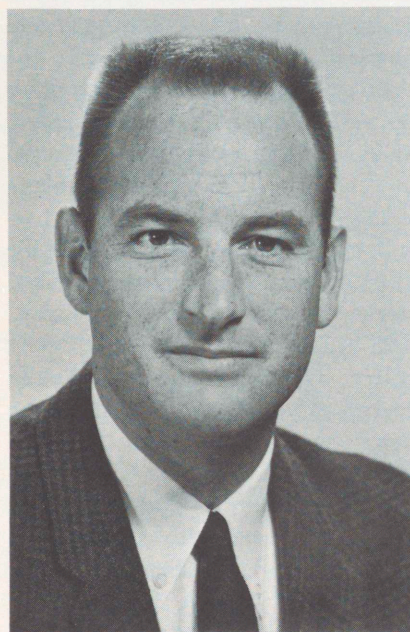
HARRY GALLATIN



BOB GUELKER



ROY LEE



BILL BRICK

basketball season. The current baseball and golf schedules include ten and eight contests, respectively.

In addition to Gallatin, the coaching staff includes Bob Guelker, soccer; Roy Lee, Baseball, and Bill Brick, golf. Guelker came to SIU from St. Louis University, where his teams won five national championships. Lee is another former St. Louis coach, having led his teams to four consecutive Missouri Valley baseball titles. Brick previously directed intramurals at Western Illinois University.

Reinforced by these coaching stalwarts, all of whom are instructors on the physical education faculty, Gallatin has held the Edwardsville athletics program on the course specified by SIU President Delyte W. Morris, the board of trustees, and the Inter-collegiate Athletic Committee.

To his delight other gems have been tossed to athletics along the way, including approval of a new physical education building west of the campus academic core, authorization of land studies and proposals for permanent baseball and soccer

fields, and general investigation of other physical and administrative needs.

Teams to date have used temporary campus facilities or those in area communities for home contests.

Adding flavor to the Edwardsville sports movement was the acquisition of a live cougar mascot earlier this year. Although the 70-pound cat failed to sway the outcome of the last basketball game, she set the competitive mood for future contests—and emphasized the point by nipping President Morris on the hand.

Looking forward to next year's program, the coaches indicate as many as five additional contests will be included in each of the sports in which teams were fielded this year. Competition also will include some larger colleges.

Edwardsville campus students and faculty, most of whom supported the expansion of athletics, eagerly anticipate greater strides in the future. If enthusiasm continues as it has since September, they shouldn't have anything to worry about.

—KEN JAEGER '59

DEADLINE SPORTS

By FRED HUFF

Spring football drills have been "both good and bad", according to Coach Dick Towers, but early indications point to an improved squad next fall.

"We've had so many injuries that it's difficult to accurately evaluate drills this spring," Towers said. "But, there are both good and bad aspects because we've had to work with more boys as a result."

Despite the outbreak of injuries, particularly those involving broken bones in hands, Towers and his aides were able to start an all-veteran backfield in the intrasquad game May 4 which wound up spring drills.

Jim McKay, who like SIU's last fine quarterback, Jim Hart, is a product of Niles North (Chicago) High School, drew the assignment of number one signal-caller, while John Quillen, New Orleans, and Fred Howard of Sapulpa, Okla., opened at the halfback posts. Tom Wirth, Mt. Carmel, was at fullback.

Most notable by his absence was Roger Kuba. The powerful senior halfback from Staunton was one of five players sidelined with broken bones in their hands, but is almost certain to regain a starting berth before next Sept. 21 when the Salukis open at home against Louisville.

While McKay, Quillen, Howard and Wirth all earned letters a year ago, none had such outstanding individual records that they were assured of starting assignments even at this stage of preparations.

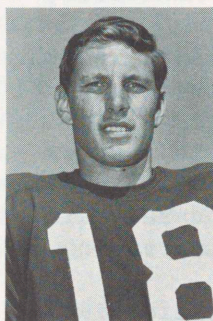
McKay, who drew his initial starting assignment last season in the Homecoming

win over Tulsa, had only three completions in nine attempts that day and actually was outclassed by his replacement, Barry Stine, who hit on eight of 20 for 132 yards.

Nevertheless, McKay came on strong in the remaining three games of the season, finishing with 36 completions in 80 attempts for 540 yards and three touchdowns. He was Towers' number one man at the end of the season, held the spot throughout spring drills, and is expected to throw the first pass of the 1968 season for the Salukis. And, speaking of passing, Towers has indicated his club may do a bit more aerial work next fall with McKay at quarterback. "We didn't feel we should throw too much last season because we were a bit weak at that position," he explained.

"But with McKay having gained considerable experience since then, and with Doug Hollinger as our split end, I think it might be wise to open up our attack a bit more."

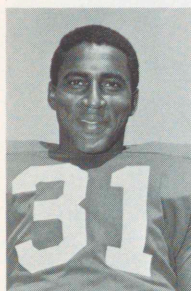
Quillen, a speedster who first established himself as a defensive specialist after making three pass interceptions against Tulsa, may see action both ways. He finished spring drills as SIU's top running back, but had a modest 3.2 yards per carry average last



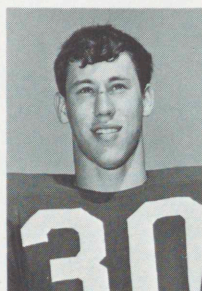
McKay

year when he picked up 114 in 36 trips.

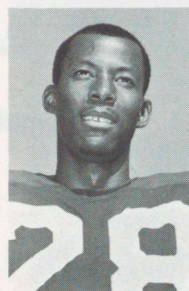
Howard is being employed at the wing-back spot where Towers feels primary duties are blocking, pass receiving and running--in that order. As a blocker,



Howard



Wirth



Quillen

Howard is second only to Kuba. He caught only two passes a year ago and carried just five times, but has shown marked improvement with more regular work.

Other backs who have had "good springs", according to Towers, include Ed Edelman, a junior from Ladue, Mo.; sophomore quarterback Tom Wysz, Tucson, Ariz., and transfers Tony Parola, Hillsboro, and Wilbur Lanier, Mansfield, Ohio.

Rebuilding an offensive line was the chief goal of Southern's coaching staff during spring drills and, generally speaking, it was accomplished. Return to form of Bobby Hudspeth, 265-pound tackle, was a great help and several others came through with encouraging performances.

The squad's standout is defensive ace Carl Mauck, a senior from McLeansboro, who all agree is a qualified All American prospect. Mauck will be at his familiar linebacking position and has given every indication that he plans to wind up his collegiate career in sensational fashion.

* * * *

As expected, all of Southern's spring teams are enjoying successful campaigns. But Coach Joe Lutz' baseball squad seemingly is the hottest at the moment.

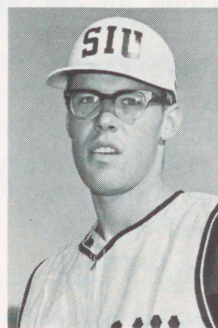
Returning from their spring trip with a 5-6 record, the Salukis won two of their next five against Wake Forest and Florida State for a 7-9 mark. Since then, however, they have been almost unbeatable and had won 18 of their last 20 games prior to a three-game series with Wyoming May 3-4.

Owning a 25-11 record with a dozen or so games remaining, the Saluki baseballers are hopeful of landing a post-season tournament berth. If successful they could wind up in Omaha, Nebr., the second week of June when the College World Series is held there.

Strangely enough, the team is without a solid .300 hitter. Instead, the Salukis rely on excellent pitching from a basic five-man staff. It includes: Bob Ash, Terre Haute, Ind.; Howard Nickason, Chicago; Jerry Paetzhold, Ellis Grove (Sparta); Skip Pitlock, Hillside, and John Susce, Sarasota, Fla.

Ash is 5-2, Nickason 4-2, Paetzhold 5-2, Pitlock 3-2, and Susce 7-0.

While the squad lacks a standout batsman, however, the lineup is well balanced and possesses good power. Leader going into the Wyoming series was Mike



Rogodzinski

Rogodzinski, a sophomore outfielder from Evanston. He carried a .302 batting average, nine points ahead of another soph outfielder, Jerry Bond of Waukegan. Barry O'Sullivan, East St. Louis junior, ranked third with a .287 average. He was followed closely by Bob Blakley, Springfield freshman, .283; Terry Brumfield, a Miami,

Fla., junior, .276, and Don Kirkland, Boonville, Ind., senior, .271.

Most impressive wins for the Salukis perhaps were their three of four over Ohio State.

TRACK

Injuries to key personnel has hampered Southern's track and field team, but Coach Lew Hartzog is not without a

handful of standouts.

Chuck Benson, fourth-place winner in last year's NCAA championship meet, scored a career highlight in the recent Drake Relays.

The Saluki basketball star came from behind to win the invitational 440-yard dash over a select field which included teammate Ross MacKenzie. Ross, a third-place winner in the NCAA indoor meet this winter, was bothered by a cold and was somewhat below par as he finished fifth. Benson's time was :46.7 seconds, MacKenzie's :47.1.

Triple jumper John Vernon also came close to scoring a memorable feat at the Drake classic. On his second jump Vernon soared 51 feet, 8 3/4, a new personal high as well as a SIU record and a fraction of an inch better than the existing Drake record. The mark stood for almost 30 minutes before Nebraska's Lennox Burgher got off a 52-11 effort to wipe Vernon's best off the books and drop the Aspley, England, senior into second place.

Southern's mile relay team, expected to be one of the best this spring, has not come around as well as Hartzog anticipated because of the loss of two prospective members.

Al Deppe, sophomore from Percy, a surprise double winner at the state track meet two years ago as a Trico High School senior, has recently been inserted in the mile relay and sparked the group to its season low of 3:12 at Drake.

Other headliners for SIU this season include freshman Dan Tindall, Princeton, N.J., who captured blue ribbons in the javelin throw at both the Arkansas and Texas Relays. He also has established a new SIU javelin mark of 219 feet.

TENNIS

Coach Dick LeFevre's Saluki tennis team took a fancy 10-1 record into the Tennessee Classic at Knoxville May 3-4. The SIU netmen have had two close meets with Oklahoma City University, winning

one, 4-3, and losing the other, 5-4. Other wins have been over Northern Iowa, Murray State, Houston, Lamar State, Oklahoma, Indiana, Principa and St. Louis University twice.

Johnny Yang, a senior from Manila, has a perfect 11-0 record while Macky Dominguez is 10-1 and Jose Villarete and Mike Sprengelmeyer are 8-3 each.

GOLF

Beating Notre Dame, Illinois and Missouri in a six-team meet at Illinois State April 29, Coach Lynn Holder's golfers improved their season's record to 18-7.

Holder lost the services of his number one man, Gary Robinson, shortly after the start of the season, but has filled in well with other holdovers from last year and some talented newcomers.

SIU SPORTS SHORTS

Many sports fans have read that Bob Goalby, winner of this year's Masters golf tournament, was a former football candidate at the University of Illinois. A good many SIU alumni will remember him as a baseball letterman at Southern, however. Goalby lettered in baseball as an outfielder in 1948, the second season after Glenn (Abe) Martin rejuvenated the sport here.

Jim Hart is still receiving high praise from the St. Louis football Cardinals' front office. The Big Red staff is looking forward to Jim having a standout season next year.

And, incidentally, the Jim Battle recently picked up by the Cardinals is NOT the Jim Battle that played for the Salukis.

Saluki football fans are reminded that Homecoming this year is November 2, with SIU meeting Youngstown in a 1:30 p.m. contest in McAndrew Stadium. The game is one of five home affairs on the schedule, all in the afternoon.



Jackson County Telefund volunteers make calls from Telefund campaign headquarters in University Center basement. From left are Charles Richardson, Kenneth Miller, Charles Boudreau, Paul McRoy, Jr., and Mrs. Bettie Hudgens.

The Alumni Association



Alumni club representatives who gave their time and effort to attend regional workshops during past weeks include Mrs. Kathryn Crawford of the Evansville Area club, above, and Mrs. Edaine Wedemeyer of the Randolph County club, right.





Dr. David Kenney, director of the SIU Public Affairs Research Bureau, standing, addresses members and guests at the winter meeting of the Los Angeles-San Diego Area SIU Alumni Club. Dr. Kenney also spoke at a San Francisco Area Club meeting on the same tour.

Chicago Area Alumni Club President Roger Peters, right, and E. E. Miller, an Alumni Association board member, were among those present at the Chicago regional workshop.



Springfield, California Clubs Name New Officers

A new slate of officers elected at the winter meeting of the Los Angeles-San Diego Area SIU Alumni Club includes Harold "Dick" Kinder '47, president; Mrs. Julian C. Wallace (Mimi Rosenblum) '62, vice president; Mrs. Robert Melton (Norma Trotter) '48, secretary, and George R. Denison '51, treasurer.

Executive board members are Dr. Earl D. Patton '47, M.A. '52, immediate past president; Dr. Jack R. Hedges '46, M.S. '47, Robert Kraatz '58, and Charles V. Brockett '49.

John R. Swinburne '65 has been named vice president of the Springfield Area club, with Mrs. Robert C. Meyer (Cheryl Schnitzmeyer) '65 as a new board member.

At the Belleville regional workshop were Mr. and Mrs. David Schmisser of Godfrey. He is president, she a board member of the Madison County Alumni Club.



1908 Mr. and Mrs. CLARENCE FELIX ANDERSON (RUTH McCREERY '09) live in retirement at Mt. Vernon. Mr. Anderson, who also holds two degrees from the University of Illinois, has served as president of both the Illinois Association of Vocational Agriculture Teachers and the Illinois Vocational Association.

1928 Mr. and Mrs. Arthur L. Berry (BERNICE ELIZABETH KEINER) live in Wood River. Mr. Berry is a retired business executive, his wife a housewife and substitute teacher.

Alumni, here, there...

Mr. and Mrs. Dewey F. Gallagher (GRACE LAMASTER) live in retirement in Los Angeles.

Mr. and Mrs. James Pribble (OLIVE BARHAM) live in Lansing, Mich., where she is an employee of the Lansing Credit Bureau. Mr. Pribble works for Motor Wheel Corp.

Mrs. RUTH CORBIT Riggs is a fourth grade teacher in Rosiclare and mother of three children who also attended SIU. Mr. Riggs is deceased.

1929 THEODORE B. THOMPSON 2, '31, has been named president of Femco,



Inc., of Irwin, Pa. Femco manufactures industrial communications and carrier equipment for metals, mining, manufacturing, and electric utility industries. Thompson had been executive vice president and general manager of the firm. A registered professional engineer, he holds a master's degree from the University of Illinois. He and his wife, JOAN LOUGEAY Thompson '31, live in Greensburg, Pa. They have two sons, one an orthopedic surgeon in Los Angeles and the other a marketing specialist in Atlanta.

1933 MARGARET A. GILLESPIE is a first and second grade teacher at New Burnside. She has studied at Southeast Missouri State College, McKendree

College, and Kansas State College at Pittsburg, in addition to SIU.

1938 IRENE EMMELEIA CRAIG is a clerk-stenographer in the appraisal department of the Bank of America National Trust and Savings Association, Los Angeles.

Mr. and Mrs. FRANK THOMAS, JR., live in Sewanee, Tenn., where he is director of admissions for Sewanee Military Academy and his wife is manager of the secretarial pool at the University of the South. They have a married

daughter and twin 18-year-old sons. Mr. Thomas also has attended the State University of Iowa and holds a master's degree from Teachers College, Columbia University.

1943 Mr. and Mrs. Frank C. Hearn (ESTHER MARIE KOPP) live in Littleton, Colo., where he is an assistant transportation manager and she is a home economics teacher (presently on sabbatical leave). Mrs. Hearn, who also has studied at Western State College in Colorado, the University of Iowa, and Western Illinois University, is author of a book, *Fitting Your Figure*, published in 1967.

Dr. and Mrs. WILLIAM ROBERT LAWRENCE live in Chicago, where he is a physician and surgeon. They have a daughter and two sons. Dr. Lawrence received a second bachelor's degree from SIU in 1950 and a B.S. degree in 1952 and the M.D. degree in 1954 from the University of Illinois.

Mr. and Mrs. MERYL T. SCHROEDER (PATRICIA LILL) live in Mascoutah, where he is a practicing attorney. They have two children, Kent, 19, and Kay, 15. Mr. Schroeder studied law at Washington University in St. Louis.

1948 Mr. and Mrs. GALE ROBERT BALLARD (FREDA SCHMIDT, ex) live in Mt. Vernon, where he is principal of Franklin School and she teaches language arts in Casey Junior High School. Both also attended the University of Illinois.

LETA R. BRIESACHER is a first grade teacher in Belleville. She also makes her home there.

The Rev. JOSEPH CALVIN EVERS is pastor of St. Paul's Methodist Church in East St. Louis, where his wife is a second grade teacher. They have two sons and a daughter. The Rev. Mr. Evers also holds the B.D. degree from Asbury Theological Seminary and the Ph.D. degree from Boston University. He has served as president of both the East St. Louis Ministerial Alliance and the Citizens Association for the Public Schools and served as representative of nine Midwestern states on the executive committee of the Association of Methodist Historical Societies.

BETTE JEAN LOGSDON is an associate professor of physical education at Ohio State University, making her home in Columbus. She received an M.A. degree from the University of Michigan in 1954 and the Ph.D. from Ohio State in 1962.

1950 JAMES E. PEMBERTON, M.S. '51, has been named a vice president of Mead Johnson & Company, Evansville. He joined the firm in 1955 as administrative assistant to the vice president for research and then was promoted through several managerial positions in manufacturing. Since 1964 he had been manufacturing director. He and his wife, Dorrice, and their two children live in Evansville.

1951 Col. PHILIP FLORIO, Jr., M.S. '65, is director of administration for the Air University, Maxwell AFB, Ala. He was commissioned in 1951. The rank of colonel came in a recent promotion.

1952 ROBERT O. LUPELLA, M.A. '53, will join the faculty of the department of pediatrics, University of Texas Medical Branch, Galveston, in June as associate project director for speech and hearing. He has been assistant professor of speech pathology at Illinois State University since 1961 and received his Ph.D. degree from Northwestern in 1966. He and his wife, YVONNE KIRIAKOS Lupella, have two children.

1953 Mt. Prospect is the home of Mr. and Mrs. ANDREW SPIRO BITTA. Mr. Bitta holds a master's degree from Illinois College and is a counselor at Libertyville High School. Mr. and Mrs. Bitta have three sons.

Mr. and Mrs. John J. Brady (HELEN NANCE) live in Glen Ellyn. Mr. Brady is an insurance adjustor in Chicago,

while Mrs. Nance is doing graduate work at the National College of Education in Evanston. They have two sons, John and Michael, and a daughter, Karen.

1954 JAMES E. DOWELL has been promoted to major in the U.S. Air Force.



MAJ. DOWELL

He is a navigator assigned to McClellan AFB, Calif., and has logged 337 combat sorties and more than 360 combat flying hours in Vietnam. Maj. Dowell holds five awards of the Air Medal.

GENE C. TURNER, M.S., is director of personnel services at the University of South Florida, Tampa. He had previously served as personnel director at SIU, where he began as assistant registrar at the East St. Louis center in 1958. Mr. Turner joined the South Florida staff in April, 1967.

1955 Maj. LESLIE G. JACKSON is on duty at Nha Trang Air Base, South Vietnam. A forward air controller, he is a member of the U.S.A.F. Pacific Air Forces and previously was assigned to Columbus AFB, Miss.

1956 HERSHEL W. MANHART has been promoted to major by the U.S. Air Force. His activities were reported in the last issue of *Alumnus*.

Dallas is the home of JEFF T. SMITH, his wife, Margaret, and their three-year-old son, Stephen Ray. Mr. Smith is branch manager for the Continental Casualty Co.

1957 J. THOMAS FLY has been named vice president and manager of the Ala Moana branch of the Bank of Hawaii. Fly joined the Bank of Hawaii in 1957 and was assigned to the Pacific Island branches two years later. He returned to Honolulu in 1964 as assistant Ala Moana manager and was transferred to Waikiki as branch manager in 1966.

RAY W. FULLER, M.A. '58, is a research scientist for the Lilly Research Laboratories, Eli Lilly and Company, Indianapolis. He received a Ph.D. degree in biochemistry from Purdue University in 1961. Mr. Fuller and his wife, SUE BROWN FULLER, ex, have two children and live in Indianapolis.

1958 JOHN KENNETH BERRY is a U.S.A.F. instructor pilot and academic instructor at Randolph AFB, Tex., fol-

Adm. Joe McDevitt to Top Navy Post

Upon nomination by President Johnson and confirmation by the Senate, Rear Admiral Joseph B. McDevitt ex '38 has assumed the post of judge advocate general of the U.S. Navy.

Previously assigned as legal officer of the Pacific Fleet under Adm. Ulysses S. Sharp, Adm. McDevitt succeeds Wilfred A. Hearn as the Navy's top legal officer. Adm. Hearn retired from the service.

Adm. McDevitt was graduated from Harrisburg grade and high schools and completed pre-law studies at SIU. He received a law degree from the University of Illinois and also did graduate work at Columbia University. He received his Navy ensign's commission in 1943.

One of Adm. McDevitt's sons, Rodney, recently was appointed to the Naval Academy at Annapolis.



ADM. MCDEVITT

Another son, Paul, is now a student at SIU. The McDevitt family also includes nine other children.

Adm. McDevitt is a brother of Edward F. McDevitt '49, a member of the Alumni Office staff.

lowing duty in southeast Asia. He and Mrs. Berry (MYRA JANE COX, ex) have three sons, John, 17; Jeff, 15, and James, 13.

WILLIAM G. EIDSON, M.A. '59, is assistant professor of history at Ball State University, Muncie, Ind. He and Mrs. Eidson (BARBARA ANN ABSHER EIDSON '59) live in Muncie with their daughter, Melissa Lynn, almost five. Mr. Eidson also holds a B.D. degree from the Southern Baptist Theological Seminary and a Ph.D. degree from Vanderbilt University.

Mr. and Mrs. WYNN L. CHURCH (MARILYN G. ECKERT) live in Palatine. Mr. Church is a pilot with American Airlines, based at Chicago's O'Hare Airport. Mr. and Mrs. Church have two sons, Craig and Scott.

Mrs. SYLVIA JENKINS CURTIS lives in Redbud and describes herself as a "lady of leisure and gardner" since her retirement from teaching last spring. Before retirement she had traveled extensively. She also has studied at the University of Alaska, San Francisco State College, Humboldt State College, College of the Pacific, and Illinois State University.

THOMAS RAYMOND FEHRENBACHER is a systems analyst for McDonnell Auto-

mation Co., St. Louis. Mr. and Mrs. Fehrenbacher live in Bridgeton, Mo., and have a son, Douglas.

Elgin is the home of Mr. and Mrs. JOHN A. FELDMANN and their two children, Charles and Julia. Mr. Feldmann is on sabbatical leave from his position in the Elgin public school system attending a guidance and counseling institute at Northern Illinois University. The year-long institute is sponsored by the National Defense Education Act. Mr. Feldmann also holds a master's degree from Northern Illinois.

Mr. and Mrs. Robert A. Harper (SALLY LOFGREN HARPER, M.S. '67) live in Silver Spring, Md. Mr. Harper is head of the geography department at the University of Maryland. Their daughter, Carol, is a student at SIU and another daughter, Judy, attends Ohio Wesleyan University. The Harpers also have a son, Robert, 12.

Mrs. Darrell W. Honey (RUTH B. JONES) is a business teacher at Herrin High School. Mr. Honey is a United Parcel Service representative. They have a daughter, Susan Lynn, five.

Mr. and Mrs. ROBERT REED KOEHNE live in Norman, Okla., where both are students at the University of Oklahoma. Mr. Koehne is an Air Force navigator

Alumni Activities

MAY

- 1 Washington County Telefund.
Detroit Area Telefund.
- 3 Champaign Area Alumni Club meeting.
Jackson County Alumni Club meeting.
- 4 Chicago Area Alumni Club meeting.
- 8 Bloomington Area Alumni Club meeting.
- 9 Randolph County Alumni Club meeting.
- 11 Peoria Area Alumni Club meeting.
Denver Area Alumni Club meeting.
- 14 Evansville Area Alumni Club meeting.

JUNE

- 7 Spring Commencement, Carbondale.
- 8 Spring Commencement, Edwardsville.
- 15 Alumni Day.

presently working toward a graduate degree. He also has studied at Centenary College of Louisiana, Sacramento State College, and the University of the Philippines.

Mr. and Mrs. LARRY LEE KUPPLER live in Decatur, where he is a partner in an accounting firm and she is a medical secretary. They have a son, Gregory Lee, five. Mr. Kuppler received Decatur's Distinguished Service Award last year.

Lansdale, Pa., is the home of Mr. and Mrs. Clyde W. Meredith (JANE ANN GREEN). Mr. Meredith is personnel manager for a division of Emerson Electric in Hatfield, Pa. The Merediths have two daughters, Laura Jane, two, and Amy Lynn, almost one.

RETA CAROL MOSER is a technical writer for Northrop Norair, Hawthorne, Calif. She also has studied at UCLA and the University of Southern California, and is the author of *Space-age Acronyms*, published in 1964.

Mr. and Mrs. Donald G. Musick (NANCY JANE RENDLEMAN) live in Mt. Vernon, where he is a law firm partner. They have two daughters, Mary Elizabeth and Karen Marie, and a son, Robert.

Mr. and Mrs. James P. Nagle (KAY SUE EADIE) have two sons and live in Olympia Fields. Mr. Nagle is a mechanical engineer and president of Nagle Pumps, Inc., Chicago Heights.

Mr. and Mrs. JAMES BERNARD NETEMeyer live in Kalamazoo, Mich., where he is assistant vice president and manager of the commercial loan credit department of the Industrial State Bank

and Trust Co. The Netemeyers have a daughter, Carrie, and a son, Bill.

BILLIE JOE NORTH is scheduled to become supervisory auditor for the U.S. General Accounting Office in Denver in July. He holds a master's degree from the University of Illinois, and is presently assistant professor of accountancy at Northern Illinois University.

ROGER E. PETERS, executive director of the Oak Park-River Forest Chamber of Commerce, is among thirty chamber executives from across the nation selected by the Institute Department of the Chamber of Commerce of the U.S. to attend the Academy for Organization Management at Michigan State University in September. Purpose of the Academy is to aid in developing leaders who will better understand the social, political, and economic forces which are shaping the future of our nation. Peters is president of the Chicago Area SIU Alumni Club.

BILLY DEAN TUTT is sales manager and commercial manager for Keynote Broadcasting, Inc., which operates radio station WALE in Fall River, Mass. His wife, Patricia Anne, is senior field representative of the Massachusetts Department of Public Welfare. They live in Somerset, Mass.

Mr. and Mrs. JAMES WALKER WATT (MARY ANN EDWARDS) have three children and live in Naperville. Mr. Watt is Midwest sales representative for the Watt Publishing Company.

HUGH RAY WORSHAM, VTI, is Midwest area product service engineer for Electromechanical Research Computers. He and his wife, Marilyn, live in Oak Forest and have three children, Brian, Shari, and Paul.

1960 Mr. and Mrs. FRANK S. STOBART (JANET MARIE ERNEST '61), Cahokia, earlier this year announced the birth of a new daughter, Julie Christine. Mr. Stobart is coordinator for the alcoholic treatment center at St. Louis State Hospital. Mrs. Stobart until last fall was teacher of an academically talented fourth grade class.

1963 Mr. and Mrs. PERRY S. AKINS, M.S. '65, live in Los Angeles, where he is director of an English Language Service center specializing in teaching English to foreign students. His wife, METHAL ABBASS AKINS, ex, is a student.

Mr. and Mrs. Robert F. Bastilla (SHIRLEY JEAN HUG) live in Highland, where he is sales manager and announcer for radio station WINU and

she teaches high school French and English. They have a son, Mike, and a daughter, Nancy.

Lt. (jg) JOHN L. BETTGER, VTI, B.S. '65, is education services officer at the U.S. Naval Station, Adak, Alaska. His wife is a primary teacher.

EDWARD SIMON BISHOP, M.S., is supervising principal of Easom schools, Corinth, Miss. His wife is an elementary principal in the same school system. Mr. Bishop is a past president of the Mississippi Teachers Association.

Mr. and Mrs. George A. Brechnitz (SUZANNE MURPHY) live in Belleville, where Mr. Brechnitz is a stock broker with the Mid-America Bond & Share Co. They have a son, Benn, three.

Capt. and Mrs. ROBERT DEAN BROWN (PEGGY MAXEINER BROWN) live in Milton, Fla. Capt. Brown is a U.S. Marine Corps flight instructor at nearby Whiting Field after serving in Vietnam. His decorations include the Purple Heart, thirteen Air Medals, the National Defense Medal, and the Vietnamese Cross of Gallantry, among others. Mrs. Brown is a substitute teacher in the Milton elementary schools.

Mrs. Roy H. Carney (COEVA MAE JOHNSON, M.S. '64) teaches first grade at Joiner School in West Frankfort. Mr. Carney is a telegrapher for the Illinois Central Railroad.

ROCHELLE DEANE CRITES is director of in-service education at Jacksonville State Hospital. She makes her home in Jacksonville.

ROGER W. CROSS, ex, is a mechanical engineer for the Boeing Company, Huntsville, Ala. Mrs. Cross (PATRICIA ANN EATON) teaches fourth grade in Huntsville.

Mr. and Mrs. William R. Davis (PATRICIA HARDY) live in Long Beach, Calif. Mr. Davis is employed by a construction company in Paramount, Calif., while Mrs. Davis is a probate secretary for a Los Angeles legal firm. She is a former secretary-treasurer and vice president of the Washington, D.C., Area SIU Alumni Club.

JAMES B. DOWNEY lives in Santa Fe, N.M., and is senior accountant for Peat, Marwick, Mitchell & Co. He and his wife, Pamela, have a daughter, Mary Elizabeth.

Mr. and Mrs. RICHARD J. FEARS (JUNE REED FEARS '64) live in Rochester, N.Y., where he is a graduate theology student at Colgate Rochester Divinity School and she teaches home economics in a junior high school.

JERRY EUGENE LASH is a dealer sales-

Heart Life Maintained by SIU Team

Two SIU graduate students have kept a dead rabbit's heart beating for nine and a half hours by force-feeding it a rich soup of minerals and plasma similar to a normal heart's diet.

Refinement of the soup recipe and the system for administering it could eliminate one of the two main crisis points in heart transplantation—keeping the gift heart alive after removal from a donor.

That evaluation of the SIU research team's work comes from Dr. Alfred Richardson '40, professor of physiology who is directing their work. Richardson received an Alumni Achievement Award in 1964 for his work as inventor and developer of equipment used in heart surgery and cardiovascular study.

"If they had kept it alive for fifteen minutes I'd have thought it was good work," Richardson said of John Mickus and Michael Nudd, the students. "When they kept one specimen alive for four hours I got excited. After the nine and a half hour experiment, I am convinced they are on to something quite important."

Mickus and Nudd are both studying for Ph.D.'s in physiology. Also working with them is Fred Zaebst, instructor in the department.

On the strength of their laboratory successes to date, they believe it is theoretically possible to maintain a

mammal's heartbeat in a laboratory environment indefinitely, if the perfect nutritional mix is developed.

Next step by the SIU team involves transplants in dogs and rabbits, using warm and beating hearts. Human heart transplants have been done with chilled hearts re-started after the switch to a living patient. Speed in surgery is critical because the donor heart can last only a limited time on its own supply of minerals.

The SIU procedure involves a "closed system" in which the excised heart is continually replenished with its natural supply of blood nutrients plus a bubbling synthetic mixture of oxygen, plasma, hemoglobin, lactic acid, a form of glucose, calcium, potassium, sodium, and other ingredients (eleven were used in the soup which produced the long run).

Obviously, the technique could have long-range implications in the development of practical heart banks. Besides assuring a ready supply of human hearts available for transplant, such a bank could provide for successive transplants in cases where the first heart was rejected by the patient's body. (In kidney transplants, patients have reacted less sharply to second takes than first ones.)

Most experimental work with heart perfusion (forcing liquid so-



Dr. Richardson, foreground, and Mickus watch beat of rabbit heart removed from donor animal hours earlier.

lutions through the organ) has been done with cold-blooded animals like frogs and turtles, Richardson said. Sustaining the beat in removed reptile hearts is not nearly so difficult as in mammalian ones.

"Mammals are almost never used in medical schools for experimental heart demonstrations," he said.

Next to the dog, the rabbit's cardiovascular system most closely resembles man's. Since humans are the toughest and most resistant of all mammals, Richardson thinks any "survival records" set by Nudd and Mickus in their heart experiments at SIU could be multiplied to determine how long human hearts might be kept beating.

man for Shell Oil Company. He lives in Brentwood, Mo.

Mr. and Mrs. Boris Musulin (SHELBA JEAN CHOATE MUSULIN, M.S. '66) live in Carbondale, where he is an associate professor in the SIU chemistry department.

JOHN EDWARD PAWLOWSKI is a geography teacher at J. M. Harlan High School in Chicago. Mrs. Pawlowski is the former PATRICIA MURRAY, ex. They have a son, Douglas, and live in Dolton.

Mr. and Mrs. JOE HOWARD REGENHARDT (MARY ALICE THOMPSON REGENHARDT, ex) live in Guatemala,

where he is project manager for a highway construction firm presently involved in a \$6-million highway building program. They have two sons, Mark Alan, four, and John Robert, three.

Mr. and Mrs. James D. Shillito (HELEN JEANETTE HOLST SHILLITO) have two daughters and live in East St. Louis. Mr. Shillito is principal and fifth grade teacher of Cuba Elementary School, Collinsville. Mrs. Shillito has done graduate work at the University of Illinois and is a substitute teacher in the Collinsville schools.

Mr. and Mrs. Eugene K. Spani

(ZELLA BONER SPANI) live in West Frankfort, where she teaches third grade at Logan School. Mr. Spani is a mining machinery salesman. "I attended (SIU) two years in 1934-35 and 35-36 and would have graduated in '38 if I had stayed in college," Mrs. Spani wrote recently. "You see, I graduated in 1963 just 25 years after I should have. In fact, the same week I received my bachelor's degree, I attended the 25th reunion of the Class of '38. It was a real joy!"

ROLAND O. STEIBEL completed a four-year tour of duty with the U.S. Coast



Donald Wittnam, right, receives the 1968 SIU Agriculture Student Advisory Council's "Outstanding Agricultural Alumnus" award from Rick Moore, SIU forestry student and chairman of this year's All-Agriculture Banquet program. Wittnam, a 1961 plant industries graduate, is a New York district sales manager for Monsanto Company's agriculture chemicals division.

Guard in September. He is now a junior high school teacher and coach in Owensville, Mo.

DUANE ORVILLE STEINER is a grain and livestock farmer in the Highland area.

Mr. and Mrs. RICHARD L. WARD, M.S. (LINDA J. CAMPANELLA) live in Lemay, Mo. He is head of the science department at Mehlville Senior High School, and Mrs. Ward teaches fifth grade at Bierbaum Elementary School in the Mehlville district. Mr. Ward received his bachelor's degree from Colorado State University. He will return to North Dakota State University this year for a second summer of research in plant taxonomy under a National Science Foundation grant.

JOHN ARKELL WEYGANDT is a patent attorney in Dallas, where his wife, Alice, is a corporate information librarian. Mr. Weygandt received an LL.B. degree from the Columbia University School of Law in 1966.

1964 Second Lt. LAWRENCE T. GRABOWSKI has been awarded the U.S. Air

Force silver pilot wings upon graduation from pilot training at Moody AFB, Ga. From there he was assigned to an Illinois Air National Guard unit at Springfield.

TOM GRAY, M.A., has been appointed Hollywood editor of Quigley Publications. Former motion picture critic for the *Atlanta Constitution*, Gray had most recently been field press representative for MGM Studios in Chicago and Washington, D.C. He received



a bachelor's degree in journalism in 1962 from the University of Missouri, working his way through college as entertainment editor of the student newspaper. At SIU he was a graduate assistant in the journalism department, with advertising and makeup responsibilities on the *Daily Egyptian*.

JERRY P. THEUSCH was promoted to Army sergeant upon completion of the Infantry Noncommissioned Officer

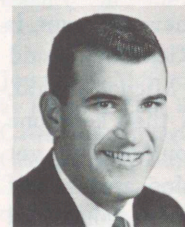
Candidate Course at Ft. Benning, Ga., in February. He entered the Army in March, 1967.

1965 The Rev. ALLAN FANTER was graduated from the Eden Theological Seminary in Webster Groves, Mo., with a master's degree in divinity in December. He was ordained into the ministry of the United Church of Christ in services in Salem on January 7, and has accepted his first pastorate at the First Congregational United Church of Christ in Bronson, Mich.

Sgt. CHARLES R. JONES was assigned in December to Headquarters Detachment of the Army's 79th Maintenance Battalion near Long Binh, Vietnam. His wife, Angela, lives in Carmi.

ROBERT BRUCE THOMAS has joined Roche Laboratories as an ethical pharmaceutical sales representative in the Chicago area. He and Mrs. Thomas (BARBARA SCHALLY) continue to make their home in Westmont.

1966 CRAIG ANDERSON, M.S., former major league baseball pitcher with the



St. Louis Cardinals and New York Mets, has been appointed business manager of athletics at Lehigh University, Bethlehem, Pa., effective July 1. He is a 1960 Lehigh graduate. Anderson left organized baseball following the 1966 season to become assistant director of development at Lehigh. His duties in that post include special responsibility for an alumni fund-raising program. Anderson was a baseball star at Lehigh, and also lettered in football. His biggest day in professional baseball came on May 12, 1962, when he was the winning hurler for the Mets in both games of a double-header with the Milwaukee Braves. Mrs. Anderson is the former JUDY KAY MCCARTHY '66.

CHARLES W. RASLEY, M.S., is chief of the education and special training section in the Military Airlift Command headquarters at Scott AFB.

TIM SMITH is plant purchasing agent for the Philip Carey Corporation in Wilmington, Ill.

LAWRENCE A. RODKIN has been appointed coordinator of public service radio-television programming for the University of Illinois at Chicago Circle. Broadcasting Service promotion and publicity director while at SIU, he worked in the sales promotion and re-

search department of WGN in Chicago during the summer of 1966. While working for a master's degree at the University of Illinois, he was a sales representative for WKID radio in Champaign-Urbana. Mr. Rodkin is married to the former Ricki Reese of Chicago.

1967 Both DONALD E. COOK and JOHN H. DOLSKE have been commissioned second lieutenants in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex. Both were selected for OTS through competitive examination, and both were assigned after commissioning to Chanute AFB, Ill., for training as aircraft maintenance officers. Lt. Cook is married



COOK

DOLSKE

to the former Carol Kurtz of Collinsville. Mrs. Dolske is the former Carol Stelle of Kankakee.

BORIS FARLEY is in the Seabees assigned to Vietnam, where he directs a photography laboratory and maintains pictorial records of building and construction progress. He also accompanies personnel on Medi-Cal visits to the native Vietnamese villages.

SALLY ANN GALLIHER is educational services representative for International Business Machines Corporation in Springfield. She makes her home in Lincoln.

GEORGE GILBERT, M.F.A., faculty artist and instructor in the department of art at Westminster College, New Wilmington, Pa., was among artists represented in the winter National Print and Drawing Exhibition at Northern Illinois University. A graduate of Carthage College, he also has studied in the Art Students League in New York City and at the University of Wisconsin. He joined the Westminster faculty in 1967.

Second Lt. MICHAEL R. HERIDER is a U.S. Air Force supply officer with a Strategic Air Command unit on duty at Seymour Johnson AFB, N.C. He previously served at Moody AFB, Ga.

Airman GEORGE M. A. KENNEDY has completed basic U.S. Air Force training at Lackland AFB, Tex., and has been assigned as an administrative specialist with a unit of the Strategic Air

It's Happening on Campus

Carbondale Campus

MAY

- 10-12 Spring Festival.
- 12 Bob Hope Spring Festival Stage Show, 8 P.M., Arena.
- 16 Honors Day.
- 23 Activities Recognition Day.
- May 3-June 8 Final Examinations.

Command at Fairchild AFB, Wash.

Second Lt. DONALD L. KRUMP has been awarded U.S. Air Force silver pilot wings upon graduation from flight training at Vance AFB, Okla. Following specialized aircrew training with the C130 Hercules airplane in Tennessee and North Carolina, he will be assigned to a Pacific Forces unit early in July.

Second Lt. DENNIS P. KUHLENGEL has been graduated from a U.S. Air Force training course for supply operations officers at Lowry AFB, Colo. His new assignment is with a Military Air-lift Command unit at Dover AFB, Del.

JAMES L. McLAUGHLIN is an Army administrative clerk assigned to Headquarters Detachment, Press Information Office, near Qui Nhon, Vietnam.

MARY MARGARET MILLER has been promoted to staff home economist for the Maytag Co., Newton, Ia. She joined the company last September.

DON H. PHEMISTER has been commissioned a second lieutenant in the



PHEMISTER

U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex. Lt. Phemister, selected for OTS through competitive examination, has been assigned to Robins AFB, Ga., for duty with the Air Force Logistics Command.

DAVID A. SCHICK and SHERMAN W. SHARP both recently completed basic combat training in the U.S. Army. Schick underwent basic training at Ft. Campbell Ky., Sharp at Ft. Dix, N.J.

WARREN E. STEWART has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex. Selected for OTS through competitive examination, he has been assigned to Keesler AFB, Miss., for training as a ground electronics officer.

JUNE

- 7 Commencement
- 15 Alumni Day
- 17 Summer Quarter begins.

Edwardsville Campus

MAY

- 9-11 University Theater Production, "The Country Wife," 8:15 P.M., Communications Building.
- 12 University Symphonic Band concert, 8:15 P.M., Communications Building.
- 17 University Chamber Orchestra concert, 8:15 P.M., Communications Building.
- 19-20 Community Choral Society concert, 8:15 P.M., Communications Building.
- 24-25 Spring Festival.
- May 3-June 8 Final Examinations.

JUNE

- 8 Commencement.
- 17 Summer Quarter begins.

Second Lt. RALPH M. HITCHENS has been graduated from a U.S. Air Force supply operations course at Lowry AFB, Colo., and assigned to Luke AFB, Ariz., for duty with the Tactical Air Command. He was commissioned in 1967 upon completion of Air Force R.O.T.C. at SIU.

Airman GARY E. TUNTLAND, VTI, was named outstanding honor student in his class in the Inflight Refueling Systems Repairman course conducted by the U.S. Air Force at Sheppard AFB, Wichita Falls, Tex. Following graduation from the course, he has been assigned to a Strategic Air Command unit at March AFB, Calif.

GARY K. WELCH has been transferred from the Corn Products Company's analytical services division of the Moffett Technical Center at Argo to the plant laboratory of the firm's Pekin facility. He joined Corn Products Company last year as an analytical chemist.

Marriages

GLORIA KESSELL VTI '65, Murphysboro, to CRAIG M. ABBOTT '67, Morton Grove, December 17 in Newport, R.I.

Judith A. Piggott, Alton, to DALE E. CARROLL '67, Roxana, January 20 in the Evangelical United Church of Christ, Alton.

CATHERINE M. CONTI '67, Herrin, to Donald R. Brandon, Herrin, January 8 in Our Lady of Mt. Carmel Church, Herrin.

SHERRY DAILEY '67, Belleville, to JAMES A. MORGAN '67, Belleville, January 26 in St. Augustine of Canterbury Church.

MARLENE J. MEYERS '66, Detroit, Mich., to WILLIAM GONT '65, M.S. '67, Chicago, November 25 in the First United Presbyterian Church in Plymouth, Mich.

Norma Jean Finn, Alton, to JOHN L. GROSS '64, Alton, February 17 in the St. Mary's Catholic Church, Alton.

MARY K. HULLING '67, Smithton, to Thomas M. Lyons, Austin, Ind., December 30 in St. John the Baptist Church, Smithton.

Paula S. Bruce, Alton, to NORMAN B. MARTIN '67, East Alton, February 9 in the Calvary Southern Baptist Church, Alton.

Barbara K. Stowers, Collinsville, to LARRY F. LEACH '67, O'Fallon, December 29 in the Meadow Heights Baptist Church, Collinsville.

Judith E. Greer, Quincy, to TERRANCE J. McCONNELL '67, East Alton, December 30 in the Vermont Street Methodist Church, Quincy.

Beverly A. Smick, East St. Louis, to Lt. (j.g.) JACK E. NIEMEYER '67, East St. Louis, November 3 in the State Street Baptist Church, East St. Louis.

Carole A. Kaemper, Belleville, to FLOYD E. PATTERSON '67, Columbia, January 20 in the Westview Baptist Church, Belleville.

Martha Mueller, Dusseldorf, Germany, to ROLAND O. STEIBEL '63, Red Bud, November 26 in the Silverlake Presbyterian Church, Hollywood, Calif.

Therese Timmermeier, Alton, to ROBERT W. SCOGGINS '64, Jerseyville, January 13 in SS. Peter and Paul's Catholic Church, Alton.

Sally Fabert, Arthur, to RALPH SENTENEY '67, Atwood, January 1 in the Arthur Methodist Church, Arthur.

Jerry Lee Moore, Granite City, to THOMAS J. TURNER '67, Madison, December 22 in the Emmanuel Baptist Church, Granite City.

C. CHARLOTTE VERKAMMAN '66, Vienna, to Leslie K. Smith, February 10 in the Vienna Methodist Church.

Births

To Mr. and Mrs. LINDELL WHITELOCK '67, Metropolis, a daughter, Linda Kay, born March 8.

To Mr. and Mrs. Rick Heiligenstein (CAROL BLURST '65), Belleville, a daughter, Christie Lynn, born February 10.

To Mr. and Mrs. DALE O. RITZEL '65, M.S. '66 (JANET E. RITTERBUSCH '65), Carbondale, a son born February 5.

To Mr. and Mrs. JAMES W. TIPPY '65, Murphysboro, a daughter born January 27.

To Lt. and Mrs. LARRY H. JORDON '63 (DONNA SUE HICKS '63), Jacksonville, Fla., a son born February 1.

Deaths

1898 JAMES T. KIRK, Champaign, died January 18 in St. Mary's Hospital in Kankakee. Mr. Kirk had been head of the mathematics departments at Western Illinois University, Macomb, and Eastern Illinois University, Charleston. He was preceded in death by his wife and one son.

1904 ROSCOE A. TAYLOR, an honor graduate and former class representative on the Alumni Association Legislative Council, died January 27 at the Jackson County Nursing Home. He was a longtime Carbondale businessman and real estate developer.

1910 GUY ALLEN GLADSON, SR., died April 5 in Miami after an illness of several months. He was 77. Mr. Gladson had retired to Florida in 1954 after an extensive law and business career in Chicago, during which time he also was a member of the SIU board of trustees. He also was a former class representative on the Alumni Association Legislative Council. Survivors include his wife, Gertrude Huffman Gladson, two sons, two daughters, and 19 grandchildren.

1914 Miss TINA MARY GOODWIN, 2, '28, Carbondale, died March 12 in Marion Memorial Hospital. She had been ill since October 7. Miss Goodwin had taught grade school for more than forty years, mostly with the Carbondale public schools and University School, until her retirement in 1959.

1917 Miss BERTHA M. MOYERS, Golconda, died in Union County Hospital at Anna December 12. Miss Moyers was a former teacher and a retired dietician from the U.S. Public Health Service.

1932 Dr. JAMES A. BARKER, Eldorado, died February 22 in Ferrell Hospital, the result of a heart attack suffered while attending a high school basketball game. Dr. Barker was a former president of the Saline County SIU Alumni Club. He is survived by his wife, Wilma, and two daughters.

1938 JOSEPH A. CRUSE, ex, Herrin, was killed March 14 in an accident at a Johnston City area coal mine, where he was a section foreman. A former motel owner and operator, he had been active in numerous area civic and service groups. He leaves his wife, Eleanor, and two children.

1943 Mrs. Douglas Bryant (ROSEMARY OSHEL), M.A. '62, Herrin, died March 10. She had taught in the Herrin school system for seven years. Survivors include her husband, a daughter, and her mother.

1960 Capt. JAMES T. RILEY, Zeigler, a Marine Corps helicopter pilot, was killed in Vietnam February 22 while attempting to evacuate wounded Marines near Khe Sanh. He is survived by his wife, Marian; two sons, Sean and Kevin, and a daughter, Megan.

1967 Sp. 4 KERRY BUGAJSKY, ex, Christopher, was killed January 19 near Chu Chi, Vietnam.

Pfc. DENNIS F. HUGHES, ex, who attended SIU before entering the U.S. Army in August, 1967, was killed near An Khe, Vietnam, on April 8. He is survived by his parents, Col. and Mrs. JOHN C. HUGHES, ex (ANN ABERNATHY HUGHES, ex) of Springfield, Va.; two brothers at home, and his maternal grandparents, Mr. and Mrs. M. E. Abernathy of Herrin.

The Alumni Office also has been notified of the following deaths:

1904 LILLIE TOLER WYATT, Atherton, Calif.

1905 Mrs. RUBY ETHEBERT GULLETT, 2, '09, Decatur.

1928 ALFRED D. OZMENT, East St. Louis.

Mrs. Paul Powers (MARDELLA L. SORRELLS), East St. Louis.

1947 JOHN A. SMITH, Cairo.

1964 MIRIAM M. PEMBURN, Ft. Lauderdale, Fla.

Honorable & Mentionable . . .

Fresh and dried weeds and flowers, seeds, gourds, pine cones—these and countless other materials from nature have more than an aesthetic value for Mrs. Lita Hindman Luebbers '18-2 of Albion, Michigan.

In her hands they become therapeutic tools for assisting mentally retarded children, hospitalized or bed-ridden patients, or others who need to keep their hands busy.

Mrs. Luebbers is a special education teacher for upper elementary students in the Western School District, Parma, Michigan. Under her guidance, production of such things as simple floral plaques from dried weeds becomes a special project for her mentally handicapped charges.

As the vegetation is glued into lids of shoe boxes or shallow cartons covered with colored paper, the children learn color coordination, the names of the plants and something about them, size relationships, and balance of design.

The teacher warns one child that a large cattail is not his best choice for the small space he has to cover, explains to another that the purple background he is working against is composed of mixed blue and red so either color blends well with it.

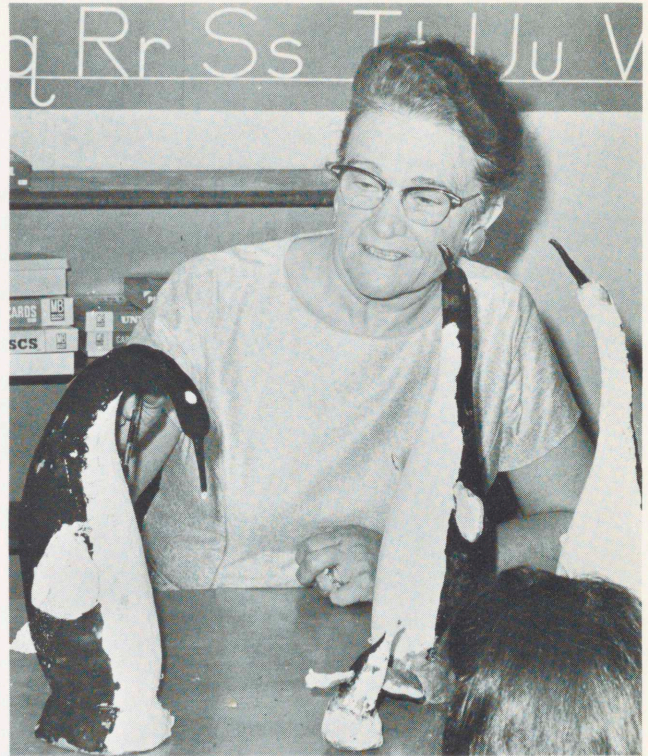
She allows her pupils free interpretation in their designs. A child who clutters his creation with one of everything receives as much praise as another whose planning leads to an orderly design.

Many of the supplies with which her children work come from Mrs. Luebbers' own garden. She grows large gourds, for example, which—with the addition of arms and legs—become wondrous animals.

Mrs. Luebbers takes her gardening seriously. She is president of the Albion Garden Club and "garden therapy" chairman of her district of the Michigan Federation of Garden Clubs.

The latter position has allowed her to disseminate her ideas among garden club members over a wide area. They, in turn, offer their services to schools and institutions where there is a need for therapy activities.

Mrs. Luebbers received a bachelor's degree from the University of Illinois and master's from Iowa State. After a long career in which she taught at all grade levels, including a stint at Blackburn College, she studied special education at Western Michigan University and was approved as a special education teacher in 1963.



Mrs. Lita Hindman Luebbers—penguins grow in her garden.

Her husband, Dr. R. E. Luebbers, is a retired college professor and former auditor for the state of Michigan.

Mrs. Luebbers, a life member of the SIU Alumni Association, also has worked as a county home demonstration agent and for a time was a newspaper reporter. As a free-lance writer she has had scores of publications, mostly on subjects related to home economics.

Most recently, however, she has entered still another field: She has just completed a three-act play about Abraham Lincoln.

Her own childhood in Anna—near the site of one of the famous Lincoln-Douglas debates—and her long teaching career in Illinois have helped her to understand the kind of people who surrounded Lincoln, Mrs. Luebbers feels.

She is especially concerned that her play help school children (as well as adults) to understand "Lincoln the man."

"He believed firmly that love is the chain that holds everyone together," she explains, "and he knew that above all the nation must be saved. His words hold as much truth for our time as they did for his own."

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The Southern Illinois University chair, distinguished for its comfort and beauty, is at home in any setting—contemporary or traditional. Ruggedly constructed of yellow birch and finished in black lacquer with antique gold trim, it is an impressive addition to the home, office, or place of business. The SIU seal is silk-screened in gold on the backrest. Ideal gift—or order

one for your own enjoyment. The arm chair shown is available through your Alumni Association at only \$33 (Illinois residents add 5% sales tax). Make checks payable to SIU Alumni Association. Your chair will be shipped express collect direct to you from the Gardner, Mass., factory. Shipping weight 32 pounds. Delivery in two to three weeks.

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